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ABSTRACT

This report presents a number of discipline policy recommendations based on the results of a survey of students, teachers, and administrators in 60 randomly selected high schools in New York State. The bulk of the report is contained in the appendix and presents exemplary discipline programs in public and private secondary schools in New York. These programs were identified through a survey sent to all New York schools. The programs are concerned with methods used to handle attendance problems, smoking, drug and alcohol abuse, vandalism, violence, and food wars. Inschool suspension programs are also presented. (Author/JM)

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POSITIVE APPROACHES TOWARD STUDENT DISCIPLINE

The University of the State of New York
The State Education Department
Task Force on Student Affairs
Albany, NY 12234
1979

EA 012 313

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MARIA RAMIREZ

FOREWORD

The 1978-79 Student Advisory Committee identified disruptive student behavior in the schools and problems of discipline as the major concerns for their activity this year.

I commend the Committee's diligent work which has resulted in this publication -- a valuable resource on many facets of student discipline.

Although schools have particular responsibilities to assist children in developing self-discipline and nurturing civic responsibility, the family must provide a child with his or her first and continuing experience with self-restraint, responsibility and respect for people and property. Throughout formal education, home and school must cooperate to provide each child with guidance and experience in developing a sense of personal responsibility and good conduct. It is imperative, therefore, that parents and educators reinforce the educational efforts of the other, working cooperatively with religious, civic, social and recreational organizations and institutions, each with a particular responsibility and contribution to make.

I hope that this publication will be read by students, parents, teachers and administrators. I suggest that the recommendations be carefully considered and that cooperative action among all partners in education be taken as suggested.

An important part of this publication is the inclusion of concrete examples of programs in New York State schools. The Committee's desire, and my own, is that this publication will serve to promote regular communications to help identify and adopt worthwhile developments in school discipline.

Gordon M. Ambach
President of The University
and Commissioner of Education

A NOTE FROM THE STUDENT AFFAIRS TASK FORCE

The Commissioner's Student Advisory Committee meets each fall to discuss issues of educational concern confronting high school students in New York State. After a lengthy brainstorming session, discipline was identified as the topic of major concern and interest among members of the 1978-1979 Commissioner's Student Advisory Committee.

The problem of discipline in the schools is not new to members of the Committee. They are extremely aware of educators' and students' efforts to effectively deal with this problem in their own schools. This is highly commendable; however, through intensive study it became clear to the Committee that relatively little energy is spent on sharing successful discipline strategies and exchanging information with other educators who are searching for similar answers. As a result of this finding, the Commissioner's Student Advisory Committee unanimously decided to launch a study focusing on discipline in the schools.

The study was initiated by sending a survey questionnaire to students, teachers and administrators in 60 randomly selected high schools throughout New York State. The purpose of the survey was twofold. It was aimed at: (1) identifying the major discipline problems in secondary schools and (2) identifying factors associated with effective discipline practices. The survey results provided the basis upon which the Committee's recommendations were formulated.

The second part of the study was designed to obtain information on successful discipline programs, policies and/or strategies currently in use. A request for this information was sent to all public and nonpublic secondary schools in New York State. Over 300 descriptions of exemplary discipline strategies as identified by the responding schools were received by the Committee. The high return rate indicates genuine interest on the part of educators for sharing successful discipline practices and for joining forces to combat the problem of discipline in the schools.

In completing this report, the Student Affairs Task Force gratefully acknowledges the assistance of numerous State Education Department personnel for their time and encouragement. Special thanks go to school districts that contributed descriptions of exemplary discipline practices which may or may not appear in this publication.

Nancy J. Simons
Elizabeth J. Campbell
Specialists in Student Affairs

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COMMISSIONER'S STUDENT ADVISORY COMMITTEE'S VIEWS ON DISCIPLINE

Our schools are the training grounds upon which the nation's young people are prepared for life in society. Based on written and unwritten rules, regulations, laws and codes of behavior, society requires that each of its members be respectful of the rights of others and that he/she exercise self-discipline in exchange for societal freedoms and privileges. Since elementary and secondary school students are in the formative stages of their intellectual, social, emotional and moral development, it is appropriate for school personnel, parents and community members to join forces in an effort to provide a sound foundation for that development.

From a more pragmatic viewpoint, good discipline and order in the schools must be maintained if learning is to take place. Therefore, schools need to work toward improving disciplinary programs for the purpose of creating an environment which is conducive to learning.

The atmosphere in the school influences the attitudes which students have toward learning. The expression of their feelings and attitudes may be either positive or negative. For many students, the act of self-expression is negative and may require disciplinary action. On the other hand, students who express positive attitudes toward school should be acknowledged and serve as models for other students.

In times of stress there is often a tendency for schools to turn toward a quasi-military model of discipline characterized by repressive strategies. The Commissioner's Student Advisory Committee feels strongly that, in most cases, discipline should be a means through which constructive behavioral change takes place. In this sense, discipline is viewed as a component in the learning process. Experimentation and the testing of limits are vehicles through which students learn their capabilities, potential and ability to exert control over their own lives and the environment. With this philosophy in mind, the Commissioner's Student Advisory Committee attempted to identify and explore positive approaches to student discipline.

The Committee has identified two of the major problem areas which are at the heart of discipline problems in the schools. First, there is a basic lack of interest in learning on the part of some students. They are "turned off" to school in general, for several reasons. Examples of the problems include the following:

1. A majority of students do not participate fully in school social activities or extracurricular offerings such as clubs or team sports.

2. Many other students have little or no desire to pursue academic exploration beyond completing the required courses of study.

3. Some school administrators and teachers feel students' rights are nonexistent. This situation often results in a school setting where students are allowed few opportunities to voice their ideas or concerns about school.

Secondly, there is often little or no disciplinary training in the home. The school cannot hope to supply the support and guidance which parent(s) or guardian(s) can give a student, nor can it teach children processes through which choices between right and wrong, and good and bad are made. Such instruction is inherent in family life experiences and cannot be learned to the same extent in the school setting.

Recent studies show that adolescents are maturing at a faster rate than ever before. They are assuming increasing amounts of responsibility and are continually being given opportunities to make and/or participate in making decisions which affect their lives. The school, as the place in which adolescents spend most of their time, must be aware of and receptive to this fact. Students' capacities for handling problems and making sound judgments are often underestimated.

Educators must be willing to listen to student opinions and recognize that student participation can help to establish a school climate that makes learning a pleasure.

The Commissioner's Student Advisory Committee believes that students should play a significant role in the process through which decisions regarding their school and their education are made. This may include a voice in planning curriculum and in establishing rules, regulations and disciplinary procedures. When schools offer students opportunities for leadership experience and a voice in making educational decisions, students will develop a sense of ownership and a sense of responsibility for that which takes place in the school. This feeling of responsibility and the knowledge that students can in fact effect change should improve students' attitudes, thereby reducing the incidence of behavioral problems. If students believe that they are an important part of the school and that their involvement and actions are crucial to its optimal functioning, it is highly probable that self-discipline will occur more frequently and that peer pressure will become an effective means for controlling student conduct.

As students, we are in direct and constant contact with those who are viewed as the cause of discipline problems. Their actions affect the quality of our education and personal safety. As representatives of all students in New York State, we are extremely concerned about discipline problems in the school and are committed to devoting our best effort toward discovering ways of combating these problems. Realizing that punishment, as opposed to discipline, is most often destructive and often useless as a deterrent, we hope that schools will develop programs and policies based on promoting positive and constructive disciplinary strategies. Unlike punishment, discipline is founded on the premise that school is a place for learning and that discipline, in a constructive sense, provides

educators with an opportunity to redirect and change students' behavior toward more positive ends. This is extremely important because our years in school may be the last opportunity we have to learn from our mistakes in a protected environment.

Due to the diversity in school populations, geographical locations, personal values and attitudes present in schools in New York State, the severity and the scope of discipline problems will also vary. Even in considering a specific discipline problem, no one answer can be found. The complexity of this problem led the Committee to compose a publication designed to identify positive factors which may decrease the need for discipline in schools and to present a variety of creative and innovative programs which have been proven successful in preventing or reducing school discipline problems.

RECOMMENDATIONS

The following recommendations are intended to serve as guidelines for evaluating discipline programs in the schools and for formulating new strategies to deal with a variety of discipline problems. The Commissioner's Student Advisory Committee realizes that not all recommendations will be applicable to every school's needs; however, the purpose of this section is to identify factors which may make the difference between successful and unsuccessful discipline practices and strategies.

Violence

1. Identify and employ crisis prevention strategies. They may include: monthly rap sessions with administrators; periodic rap sessions in the classroom; open forums which focus on issues of student concern; course offerings which are geared toward the development of leadership and human relations skills; and any other vehicle which promotes open discussion of situations in the school which could precipitate violence if not addressed.

2. Use, to the maximum, the expertise of school support staff such as school psychologists, guidance counselors and school social workers as well as resource people in community organizations and agencies.

3. Avoid ascribing labels to a student such as "troublemaker," "hall wanderer," or "bad kid." This practice often reinforces and perpetuates the behavior associated with the label.

4. Formulate and enforce strict disciplinary measures for violent offenses.

5. Inform parents of victim(s) and offender(s) immediately following a violent incident(s). Parents should also be informed of follow-up activities such as the outcome of disciplinary actions, available support services such as counseling, and schoolwide efforts being used to reduce school violence.

6. Inform the student body of disciplinary actions taken in specific cases involving violence in the school.

Vandalism

1. Form small groups of students to identify potential vandalism sites and patrol hallways during and between classes for the purpose of disbanding groups who frequent certain locations in the school.

2. Inform community members as to the extent of vandalism in the school and ways in which they may assist students and school personnel in dealing with the problem.

3. Increase security devices and personnel in and around the school.

4. Identify and provide periodic or continual supervision of areas where students congregate and which are most likely to be the site of vandalism, disruptive behavior, violence and/or drug or alcohol abuse.

5. Call for police assistance and seek their advice concerning situations where students violate laws.

6. Provide areas in the school specifically designed for student expression in the form of grafitti.

Use or Abuse of Controlled Substances

1. Institute courses, workshops and/or seminars where such topics as drug abuse, alcohol abuse and smoking are discussed. Educators should be encouraged to invite guest speakers to address classes or the entire student body on these topics.

2. Incorporate information pertaining to the use and abuse of controlled substances into the curriculum of as many academic courses as possible.

3. Train students to serve as peer counselors for students who indulge in drugs, alcohol or cigarettes. Students who are respected and admired by their peers and are interested in peer counseling often serve as effective role models in such programs.

4. Require that faculty and administrators consistently enforce school rules which prohibit smoking, drinking and taking drugs. Faculty and administrators who overlook rule violations should be dealt with accordingly.

5. Require that school personnel personally comply with all rules regarding the use of controlled substances. Double standards for students and school personnel are inconsistent and undesirable.

6. Reevaluate existing smoking policies for their effectiveness. Educators and students should remain open to and actively search for new alternatives which have been successful in other schools.

7. Establish humanistic, educationally oriented discipline practices for students who are caught smoking. Such practices might include: attending a smoking cessation clinic; visiting a nearby hospital where cancer patients are treated; or writing a composition on the short- and long-term effects of cigarette smoking.

Truancy and Class Cutting

1. Reward students who attend school and their classes. An example of such an award is giving free tickets to school events. Special rewards or awards may be given to students with outstanding attendance records on a weekly, monthly or yearly basis.

2. Deny class-cutters certain privileges. For instance, they may be denied the privilege of attending or participating in after-school activities for a specific period of time.

3. Inform parents of students who are truant or cut classes immediately. It is important to involve parents in the school's efforts to eliminate such behavior.

4. Encourage students to assume responsibility for their behavior and to fully use their educational experience. Informal or formal discussions focusing on the necessity for self-discipline and for assuming responsibility for consequences resulting from their actions are strongly encouraged.

5. Offer a wide variety of elective courses which the students view as relevant to their lives and are designed to satisfy their varying interests, needs and desires.

6. Use every opportunity and available resource for the purpose of expanding the classroom experience. Experiential learning is highly recommended.

GENERAL RECOMMENDATIONS

1. Involve representatives of the student body, the faculty and the administration in a joint effort to: determine codes of acceptable and unacceptable behavior; establish an enforcement system; and establish mechanisms for handling grievances and appeals.

2. Establish guidelines which are sufficiently specific, so that students, teachers, administrators and parents know precisely what is expected in terms of conduct and discipline within the school.

3. Compile in writing all rules concerning student conduct and disciplinary practices used by the school. The printed material should be sent to all parents and distributed to all students at the beginning of each school year or at such time as they initially enter the school.

4. Review codes of conduct, disciplinary practices, the enforcement system and grievance and appeal procedures periodically. An annual re-evaluation of the status of conduct and discipline in the school can prove helpful in determining needed changes.

5. Avoid disciplinary action predicated upon nebulous accusations such as "lack of good citizenship," a term which is undefined and which may be interpreted by reasonable individuals in completely different ways.

6. Provide procedural due process for each student prior to disciplinary action as guaranteed under the 14th Amendment of the Constitution and by Goss v. Lopez, 419 U.S. 565, 42 L. Ed. 2d 725, 95 S. Ct. 729.

7. Administer all disciplinary practices fairly and consistently.

8. Following through on warnings is imperative for all school personnel.

9. View rule infractions on an individual basis and improve disciplinary measures accordingly. There should, however, be a set of formulated guidelines for each type of rule infraction so that some degree of disciplinary consistency can be maintained.

10. Form a discipline committee or grievance committee to review individual discipline cases for which there are no precedents. The committee should consist of students, teachers, administrators and parents.

11. Begin incentive programs such as the vandalism fund program which is described in the appendix.

12. Positive reinforcement should be practiced whenever a student's behavior improves. Positive reinforcement should also be given to students who consistently make an effort to follow the school rules. This may take the form of a telephone call to the parents, proficiency reports sent to the home or personal contact with the student.

13. Institute rehabilitation programs and provide easily accessible counseling services to students. An effort should also be made to reduce the stigma associated with services provided by personnel such as school psychologists and school social workers.

14. Use student government, student-faculty committees and other school-related organizations to improve rapport and communications among students, teachers and administrators.

15. Plan activities which will appeal to and include all factions of the school community. They should be designed to promote spirit, unity, trust and open communications among the groups involved.

16. Plan a problem-solving day where students and school personnel work together to explore solutions to school problems.

17. Plan a day-long workshop which focuses on discipline and includes special sessions and programs on such topics as: school violence; vandalism; drug and alcohol abuse; smoking; classroom management; stress; truancy; class-cutting; improving school spirit and unity; and improving student, teacher, administrator rapport.

18. Abolish out-of-school suspension, except in cases of violent crimes, and replace it with in-school suspension programs whenever suspension is appropriate.

19. Incorporate some form of rehabilitation into every type of discipline practice or strategy. A rehabilitative procedure for students in in-school suspension may be the formulation of a behavioral contract written by the student and agreed upon by the other party or parties involved in the incident which led to the student being placed in in-school suspension.

20. Consider establishing a policy which requires that every student who is suspended must participate in some form of counseling with the minimum requirement being that of meeting with a counselor, at least once, prior to returning to classes.

21. Teachers should be responsible for initial communication to parents when problems arise in the classroom.

22. School personnel, along with students, should continually review written descriptions of student rights and inform students of their responsibilities.

APPENDIX A

EXEMPLARY PROGRAMS

ATTENDANCE

Progress Report Program

Arkport Junior Senior High School found student progress reports very effective in improving attendance. Students who cut classes are closely monitored through the use of progress reports which they must pick up each morning and give to their teachers who rate the student in such areas as: class-work; homework; cooperation and attitude; use of time; and general behavior. A student who completes the week with no unsatisfactory ratings needs only to take the progress report form to his or her teachers on Friday of the following week. Students who receive satisfactory ratings for two consecutive weeks are released from the program.

Student Progress Reports have been most effective with students who are "borderline problems." It is useful to administrators and teachers because it helps to identify student behavior patterns and is helpful to students because it is a period-by-period reminder of what is expected of them. The program also results in brief student-teacher contact during which time the student receives immediate feedback from the teacher concerning his or her performance in each class.

Contact: Richard P. Chubon
Arkport Junior Senior High School
35 East Avenue
Arkport, NY 14807

Phone: (607) 295-7511

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Behavior Modification Program

In an attempt to correct a severe class cutting problem, East Islip High School instituted a behavior modification program. The program provides an opportunity for each student to chart his or her class attendance in conjunction with daily reinforcement and counseling. Weekly group counseling sessions are also held.

Students involved in the program report to the Dean's office every day for three weeks. In the morning a form is picked up by the student which enables him or her to mark off the classes he or she attends for the day. A reason must be written down for not attending a particular class. At the end of the day the form is returned to the office where a progress chart is kept. Once a week the students in the program meet in an informal setting to discuss their program. During the three-week period, no punitive action will be taken for class cutting. By seeing their individual progress

and by constant reinforcement from the Dean, as well as from other students who are in the same position, students should eventually attend class more regularly.

Contact: George P. Gillespie
East Islip High School
Redman Street
Islip Terrace, NY 11752

Phone: (516) 581-1564

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Learning Center

In an effort to meet personal and academic needs of students who are chronic class cutters or truants, Ossining High School instituted a Learning Center. School authorities believe that the students assigned to the Center place little value on school due to lack of clear direction, outside personal problems and repeated academic failure.

The Learning Center assists the student to make up missing course requirements, works on changing his or her attitudes and to become better able to cope with everyday affairs. Since much that affects a student is dependent upon his or her life outside of school, the staff becomes directly involved in the student's family and social life. The staff works from a direction of interpersonal relationship skills and family involvement techniques. If special services are required by the student and/or his or her family, the Center helps secure those services.

Contact: Stanley Toll
Ossining High School
29 South Highland Avenue
Ossining, NY 10562

Phone: (914) 941-7700

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"A.L.P.H.A." - Remedial Academic Instruction and Counseling

In the fall of 1978 Gorton High School implemented Project A.L.P.H.A. The purpose of the program is to help create an affirmative form of action to deal with students who cut classes.

The project's components are as follows:

- Group or individual counseling on a continuous basis.
- Remedial academic instruction conducted by voluntary professional staff members and members of the National Honor Society.
- Peer counseling by upper classmen who assist students in all aspects of academic, social and emotional growth and development.

. Buddy System ("Each One - Reach One") in which professional staff volunteers assume basic responsibility for a student involved in the project.
. Evaluation processes which makes use of teacher, student, parent conferences and self-evaluation.

Contact: Roger A. Abbate
Gorton High School
Shonnard Place
Yonkers, NY 10703

Phone: (914) 963-4567

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"Afternoon School" and "Learning Community" Programs

Glen Cove High School has reduced truancy problems through the use of two programs: the "Afternoon School" and the "Learning Community."

The "afternoon school"begins at 9:20 a.m. and ends at 2:30 p.m. This time sequence is 1 1/2 hours after school has begun and 45 minutes after school has ended. The students are taught remedial math and reading, as well as science and social studies, by one teacher. The class has 12 students whose reading level is approximately third grade. These students are unable to function in the regular high school program because they are handicapped by their poor skills. This program raises their math and reading levels to the 6th or 7th grade after one year. The students are mainstreamed within 1 1/2 years on the recommendation of the teacher. The teacher makes weekly visits to the home, stresses success and attempts to change the student's thinking about himself or herself. Many of Dr. William Glasser's behavior modification techniques are used.

The "learning community" is a heterogeneous blending of 100 ninth grade students who work with four teachers in the major disciplines of English, social studies, science and math. The ninth grade was chosen because it is the most difficult adjustment year for students. The program stresses the teacher advisor who calls the parents bi-monthly. Class cutting is practically eliminated because each student has four teachers who care very much about him or her. The Stern's Index was administered in both the fall and spring. Results showed that ninth graders in the learning community have a very positive attitude toward themselves and toward school.

Contact: Florence A. Andresen
Glen Cove High School
Dosoris Lane
Glen Cove, NY 11542

Phone: (516) 671-4200

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"New Start" - Short Day Schedule

The New Start program at Washington Irving High School, instituted in September 1977, was designed for students with long histories of excessive absences and many failures in their academic subjects. Students in New Start have a short-day schedule from 10:50 a.m. to 2:10 p.m. Students are allowed to request one class. The remainder of the day includes one class in a career-oriented subject and two classes in required or remedial subjects. Students are assigned to six specially trained teachers for homeroom and first period. The first 20 to 25 minutes are spent assisting students with their school work and problem solving. The rest of the time is devoted to instruction in a particular subject area. Students are assigned to regular classes for the rest of their day.

By having perfect attendance in all classes for the first three weeks of the term, students earn the privilege of an extra class. At the end of the term, students who have succeeded in their class work and have attended classes regularly participate in an awards ceremony and receive certificates from the principal. Students who receive the award return to a regular class schedule the following term.

Contact: Vera J. Gordon
Pupil Personnel Services
Washington Irving High School
40 Irving Place
New York, NY 10003

Phone: (212) 674-5000

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High School Equivalency Program

A High School Equivalency Program is offered by Edward R. Murrow High School in an effort to deal with truancy and class cutting. Students who are 17 years old and a year behind their classmates may, with the approval of their parents, be assigned to the Equivalency Program. A team of three teachers provide a structured learning environment. A Guidance Counselor and a Drug Education Specialist work with the students to prepare them for job interviews and to assist them with their personal needs. The fact that students can see success in terms of obtaining an Equivalency Diploma has reduced the cutting and improved the attendance of those students who were previously truant or cut classes.

Contact: Saul Bruckner
Edward R. Murrow High School
1600 Avenue L
Brooklyn, NY 11230

Phone: (212) 258-9283

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Attendance Review Board

Arlington High School initiated an Attendance Review Board which went into operation during the 1978-1979 school year. Its main function is to address chronic absentees and their parents. The parents and students are invited to a hearing of the Board, which is comprised of an administrator and teachers, to discuss the reasons for the student's absences and to identify possible solutions to the problem. A review session is held approximately one month after the initial hearing to assess the student's progress. Referrals are made by both teachers and administrators.

Contact: Joseph DeLucia
Arlington Senior High School
Route 55
Poughkeepsie, NY 12603

Phone: (914) 471-7301

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Parent Committee

Each week the Attendance Office of Andrew Jackson High School assembles a list of pupils who have been reported for cutting classes, truancy, and long-term absence. The information comes from rollbooks, the dean's records, individual teachers, guidance counselors and the cutting coordinator. The Attendance Teacher prunes the list, removing the names of those youngsters whose parents have responded to recent communications. The remaining names and telephone numbers are given to a parents committee. Every Tuesday evening the volunteer parents come to school where telephones have been provided for calls to the families whom the school has been unable to reach through regular channels.

Those receiving the calls have been grateful for the parents' interest in improving attendance. This appears to be the type of faculty/parent partnership which is in the best interests of the school and community.

Contact: Murray Bromberg
Andrew Jackson High School
207 01 116th Avenue
Cambria Heights, NY 11411

Phone: (212) 624-6424

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Parental Contact Program

Many school policies regarding class cutting involve parental contact by the teacher involved. In many instances it is difficult for a teacher to find the time to telephone parents if they have a full schedule and advise activities after school. Gorton High School has attempted to resolve this problem by providing each teacher with a 17-minute block of time at the end of the day so that the teachers may contact parents concerning their child's disruptive behavior or class cutting.

Contact: Roger A. Abbate
Gorton High School
Shonnard Place
Yonkers, NY 10703

Phone: (914) 963-4567

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Parental Involvement Program

In an effort to involve parents in controlling attendance problems and reduce the time that school personnel must spend on the telephone following up on absentees, John A. Coleman High School requests parents to call the school when their child is absent. If a call is not received, attendance personnel call the home or the parent's place of employment. To ensure legitimacy of the phone call, the Dean of Students will often call the student's home to double-check the absence.

Contact: Sr. Catherine Gormley
John A. Coleman High School
Hurley Avenue
Kingston, NY 12401

Phone: (914) 338-2750

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Parental Involvement Program

Riverside High School's answer to students who cut classes excessively is to require the student's parent(s) or guardian(s) to attend classes with their child before the student is officially readmitted to school.

Contact: Michael Annelli
Riverside High School
51 Ontario Street
Buffalo, NY 14207

Phone: (716) 873-6202

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Attendance Award Program

Seward Park High School is a strong advocate of student recognition for good attendance. Students with perfect attendance receive awards, prizes, certificates and free tickets to school activities. During the course of the year the names of those students with perfect attendance were placed in a lottery and the winners received $25 cash prizes. This program is run under the auspices of the Seward Park Attendance Committee and the Parents' Association.

Contact: Rubin Maloff
Seward Park High School
350 Grand Street
New York, NY 10002

Phone: (212) 674-7000

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Medical Examination Program

South Shore High School believes that a student who is absent in excess of 6 days during a marking period may be in need of medical attention. Therefore, students absent for more than 6 days during a marking period or 15 days during a term must bring in a doctor's note for those absences beyond the maximum number allowed.

Contact: Lawrence H. Feigenbaum
South Shore High School
6565 Flatlands Avenue
Brooklyn, NY 11236

Phone: (212) 531-4454

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Scheduled Exams and Quizzes

Christopher Columbus High School personnel became increasingly concerned with the number of students failing courses due to excessive absences. In an effort to improve this situation, exams and quizzes are scheduled to be given on specific days according to departments. For instance, exams and quizzes in English, mathematics and physical science courses are administered on Mondays and post-holidays. All tests are given at the very beginning of the period. Lateness may result in either missing the quiz altogether (zero) or in a lower grade. Punctuality is stressed and no make-up exams or quizzes are permitted unless the student is legally absent from school. Absences from all tests are recorded as a zero unless the student presents

a note signed by one of the student's parents or guardians. Such notes must be presented no later than five school days after the student has returned from an absence.

Classroom attendance showed a marked improvement over the course of a year due to the implementation of this policy which includes telephone calls made directly to the homes of absentees. A comparison made between April 1977 and April 1978 showed an increase in student attendance of 10.29 percent.

Contact: Robert A. Folch
Christopher Columbus High School
925 Astor Avenue
Bronx, NY 10469

Phone: (212) 231-5000

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Home Visit Program

Cuba Junior Senior High School employs a social worker/attendance worker in its attendance program. This staff member makes home visits and brings together parents, students and teachers when there is a problem dealing with attendance and discipline.

Contact: Gary J. Moore
Cuba Junior Senior High School
15 Elm Street
Cuba, NY 14727

Phone: (716) 968-2650

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SMOKING

Smoking Area

In an effort to formulate a workable and enforceable smoking policy in Suffern High School, the Board of Education appointed a committee to study the situation. The committee included the following members: two students (a smoker and a nonsmoker), a school nurse-teacher, a health teacher and an administrator. Following a poll of the student body which indicated the number of student smokers in the school, each member sought input from other members of the school community for the purpose of writing a position paper which was then discussed by the members. The policy which was implemented as a result of the study is as follows:

Indoors - No student smoking whatsoever is allowed anywhere within the school building.

Outside - An outside area is to be established for student smoking, centrally located, to be available for use before school, between periods and during the lunch period.

Parental Permission - The outside area is to be used only by students who have the permission of their parents. Students who want to smoke sign up to have a parental permission form mailed home. Upon receipt of the permission form by the administration, a card is issued to the student.

Corrective Action - All smokers must attend corrective smoking clinics as established by the school Health Department. Students who fail to attend the clinic have their permits voided. Teachers, administrators and health students periodically distribute anti-smoking literature to smokers in the smoking area. An evening clinic for student smokers and their parents is also offered.

Supervision of the Smoking Area - Teachers and administrators regularly supervise the smoking area with a list which identifies students who have permission to be there. In some schools students are required to wear brightly colored tags with their names on them to assist the supervising personnel to identify those with parental permission.

Smoking Area Maintenance - A team of students who use the smoking area has taken on the responsibility of keeping it clean. They realize that if the area is not properly maintained it will be abolished.

Contact: William V. Woodward
Suffern High School
Viola Road
Suffern, NY 10901

Phone: (314) 357-3800

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Smoking Area

Student awareness of the rules regulating the use of a designated smoking area is essential. Mineola High School's student body is informed of smoking regulations via postings, public address system announcements and a discussion session conducted in all social studies classes.

Evaluation is extremely important in assessing any policy's effectiveness. With this in mind, Mineola High School established a smoking evaluation committee which is charged with preparing a survey, monitoring the program and formulating a report on its effectiveness. The committee consists of two students, two teachers, a Parent Teacher Association (PTA) member and an administrator.

Contact: Paul Flanzer
Mineola High School
Armstrong Road
Garden City Park, NY 11040

Phone: (516) 294-6470

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Identification of Student Smokers

Disciplinary action resulting from smoking in the schools is generally clear and precise. The problem that many schools face, however, is that of identifying what evidence is necessary to constitute a smoking violation. Midlakes High School has identified, in writing, those behaviors which may lead to disciplinary action for smoking. Smoking shall be construed when a student is observed to be:

- holding a cigarette or other tobacco product in his or her hand or mouth;
- dropping, throwing or flipping away a cigarette or tobacco product;
- exhaling smoke.

Students are responsible for any set of circumstances which would indicate to an adult observer that the student was smoking. Final judgment involving the interpretation of facts shall rest with the high school principal.

Contact: Herbert Torrington
Midlakes High School
RD 2
Clifton Springs, NY 14432

Phone: (315) 548-9481

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Identification of Student Smokers

Detecting students who smoke in school lavatories during the time of the act is often very difficult. In an effort to alert administrators to smoking in the lavatories, Batavia High School installed smoke detectors. The presence of smoke detectors not only is helpful in apprehending student smokers, but also serves as a deterrent as well.

Contact: William E. Barker
Batavia High School
260 State Street
Batavia, NY 14020

Phone: (716) 343-2480

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DRUG & ALCOHOL ABUSE

"SPARK" - Prevention and Rehabilitation Program

Washington Irving High School and Mabel Dean Bacon High School both offer a specially designed drug abuse intervention and rehabilitation program in their schools. SPARK (School Prevention of Addiction through Rehabilitation and Knowledge) uses a group process format to help students deal with their personal and social problems and to cope with the realities of his or her world. SPARK counselors deal with drug and alcohol abuse; peer pressure; goal setting; decision making; communication skills; getting along with teachers; building and improving study skills; human-sexuality; family relationships; and use of leisure time. Counselors also cover employment seeking skills, interview techniques and holding a job. Students who have successfully participated in SPARK are now leadership members and serve as role models and group leaders.

Contact: Vera J. Gordon
Pupil Personnel Services
Washington Irving High School
40 Irving Place
New York, NY 10003

Phone: (212) 674-5000

Contact: Roslyn W. Besdine
Mabel Dean Bacon High School
127 East 22nd Street
New York, NY 10010

Phone: (212) 475-6875

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Mandated Drug Council Sessions

Students found to be in possession of or using a controlled substance at Sherburne-Earlville High School are suspended for 3-5 days and their parents are notified. Before a student is permitted to return to school, he or she must agree to attend Drug Council sessions provided by the high school.

Contact: Frederick R. Funk Jr.
Sherburne-Earlville High School
Route 12
Sherburne, NY 13460

Phone: (607) 674-2141

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Counseling Program

A student who is caught using drugs or alcohol on Hauppauge High School's property is suspended for 3-5 days, his or her parents are contacted and a parental conference is arranged. The most unique feature of this program is the mandatory student involvement with Student Adjustment Services. Although the school does not require that a student receive ongoing counseling, school personnel believe that initial contact with the school psychologist and the school social worker who comprise the Student Adjustment Service may lead to further counseling.

Contact: Richard N. Suprina
Hauppauge High School
500 Lincoln Boulevard
Hauppauge, NY 11787

Phone: (516) 265-2630

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In-School Drug Counseling

New Berlin Junior Senior High School involves community resource people in its efforts to curb drug abuse in the school. As a preventative and rehabilitative measure, a drug counselor is assigned to the school for one day each week. Any student wishing to see the counselor may see him in strict confidence.

Contact: David R. Whipple
New Berlin Junior Senior High School
17 Main Street
New Berlin, NY 13411

Phone: (607) 847-2921

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VANDALISM

Vandalism Prevention Program

As a result of the "Vandalism Prevention Partnership Program" between the student body and the Board of Education, vandalism was reduced by 55 percent at Hauppauge High School during the 1977-1978 school year. This program is initiated each year by identifying the amount of money that might typically be budgeted by the district for the repair of school facilities damaged by vandals. Whenever there is identifiable vandalism to school property, where restitution cannot be obtained from the perpetrator,

the sum required to fix the vandalized facility is deducted from the budget category. The money that remains in the budget at the conclusion of the fiscal year is split evenly - fifty percent to the district for the general fund to help reduce taxes for the following year and fifty percent to the student body to purchase something that the students believe will improve the school and/or their educational experiences. For example, additional A-V equipment, special field trip or assembly programs, etc., might be the choice of the Student Council after obtaining suggestions from the student body. Last year the Student Council decided to purchase all weather large aluminum picnic tables and benches for the courtyard area so that pupils would not need to sit on the cold or wet ground when they went outside. This was done with the roughly $2500 that was the student body's portion of the $5000 saved in the vandalism prevention program. By becoming partners with the Board of Education (representing the community) the students, through posters, announcements, slogan contests, positive peer pressure, etc., became involved enough to gain something very tangible for themselves as well as a sense of pride.

Contact: Richard N. Suprina
Hauppauge High School
500 Lincoln Boulevard
Hauppauge, NY 11787

Phone: (516) 265-3630

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Community Involvement Program

Vandalism at Elba Junior Senior High School was reduced considerably by involving the community. Property owners who live near the school are supplied with labels on which school officials' phone numbers are printed. They are asked to call a school official day or night if they suspect that there is a problem at the school. Rewards are offered for information leading to the conviction of any vandal.

Contact: Allan Crowe
Elba Junior Senior High School
Main Street
Elba, NY 14058

Phone: (716) 757-2707

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Vandalism Committee

Early in 1977 the Amherst Youth Board recognized that vandalism was a serious problem in the Town of Amherst. This led the Town Board to request a thorough report of vandalism in the schools and community. A town-wide committee composed of fifty-six concerned citizens and twenty-three organizations began a nine-month study of vandalism which culminated

in an extremely comprehensive report containing data on: vandalism; conclusions based on research; and concrete recommendations which are the responsibility of the school districts, the Youth Board and the Town Board to implement. The Amherst Vandalism Committee represents the spirit of cooperation of organizations and constituencies whose common goal is to curb vandalism in the schools and community.

Contact: James C. Bailey
Amherst Youth Board
Amherst, NY 14221

Phone: (716) 634-6200

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Anti-Vandalism Film

The Long Island Board of Realtors in conjunction with the National Association of Realtors provides a thought-provoking anti-vandalism film to schools and community organizations as a public service. The movie is comprised of several story segments involving teenage vandals. The situations depicted in the movie are somewhat emotional and leave the viewers with many unanswered questions which may serve as the basis for a discussion on school vandalism.

Deer Park High School has used the anti-vandalism film in social studies classes and highly recommends it.

Contact: Bea Rizzo
Long Island Board of Realtors
535 Broad Hollow Road
Melville, NY 11747

Phone: (516) 694-3900

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Graffiti Program

Administrators at West Side High School believe that graffiti is an indication of their students' need to express themselves. In an effort to provide a place for student expression, the school has allowed the students two specifically designated areas for graffiti murals.

Contact: Edward A. Reynolds
West Side Alternative High School
257 West 93rd Street
New York, NY 10025

Phone: (212) 865-1156

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Vandalism Prevention Program

Sherburne-Earlville Senior High School found that a well-maintained school environment helps to deter students from damaging or defacing the facility. The school district attributes its success in keeping vandalism at an insignificant level to its custodial staff who immediately repair any damages.

Contact: Frederick R. Funke Jr.
Sherburne-Earlville High School
Route 12
Sherburne, NY 13460

Phone: (607) 674-2141

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Volunteers for Graffiti Program

Students concerned about the negative and depressing effects of graffiti volunteer to devote a portion of their lunch period several times a week to removing graffiti in the school building. The students involved in Whitney's Student Volunteers for Graffiti Program recognize the importance of their school's appearance, have chosen to do something about it and enjoy a real, personal satisfaction from their efforts.

Contact: Nathan Mayron
Eli Whitney Vocational High School
257 North 6th Street
Brooklyn, NY 11211

Phone: (212) 387-7658

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Restitution for Vandalism

Restitution for acts of vandalism is reasonably successful in many schools. Sayville High School places vandals in in-school suspension and requires them to pay for the replacement and repair of the area or items vandalized.

Contact: Richard C. Koch
Sayville High School
Brook Street
Sayville, NY 11782

Phone: (516) 589-5100

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Restitution and "Scrubbing Detail" for Vandalism

Students appeal to each other's basic pride in the school surroundings through the influence of policies developed by the Queens High School Consultative Council.

When students are caught in the act of vandalizing school property, appointments with parents are arranged in which they are asked to pay for damages. In the case of students caught in the act of placing graffiti on walls or on furniture, suspension by the principal may follow. In addition, culprits are placed on scrubbing details "where they remove their own graffiti as well as that written by others. This goes on for a specific period of time and is supervised by the custodial staff."

Contact: Sidney Rosenberg
Queens Vocational High School
3702 47th Avenue
Long Island City, NY 11101

Phone: (212) 937-3010

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VIOLENCE

Values Clarification & Behavior Modification Program

ON BASE is a program in lieu of suspension for students who have been involved in violent incidents. During the special class period students receive training in values clarification and behavior modification. Students in need of special assistance in their academic work are assigned for an additional period. In this program students serve as tutors and a teacher/ counselor facilitates the values training and behavior modification components.

Contact: Herbert Balish
Port Richmond High School
Innis Street and St. Joseph Avenue
Staten Island, NY 10302

Phone: (212) 273-3600

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Reconciliation Program

West Side High School claims that its method for dealing with violence in the school is the best in the country. Following a fight between two students, one student goes with the principal and the other with a guidance

counselor. The students talk separately with the principal or guidance counselor until such time as they feel they can calmly discuss the situation with the other student involved. Students who will not discuss the problem are suspended until they are willing to talk with the other student. As a result of this procedure, the alternative high school has had only eight fights in four years.

Contact: Edward A. Reynolds
West Side Alternative High School
257 West 93rd Street
New York, NY 10025

Phone: (212) 865-1156

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FOOD WARS

Parental Involvement Program

Many schools experience an occasional food war in their cafeterias during the course of a year and find them difficult to control. Royalton-Hartland High School has solved this problem by requiring the parents of a student caught throwing food to spend a lunch period eating with their son or daughter in the cafeteria. The students who participate in food wars are not allowed to eat in the cafeteria until their parents join them for lunch.

Contact: Robert L. Cleveland
Royalton-Hartland High School
State Street
Middleport, NY 14105

Phone: (716) 735-3651

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Video Tape Identification Program

Prior to an actual food war rumors concerning the event often circulate the school. Grand Island High School prepares for possible food wars by having a video tape camera available to supervising personnel who film the event as it occurs. The film can be used to identify students throwing food and may also be shown to the students' parents should that become necessary.

Contact: James Walline
Grand Island High School
1100 Ransom Road
Grand Island, NY 14072

Phone: (716) 773-9100

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IN-SCHOOL SUSPENSION

In-School Suspension Model

The following is an exemplary in-school suspension model which provides a structured learning environment through the use of remediation, counseling and academic enrichment.

On arrival to the designated room, attendance will be taken and any absences will be reported to the office of the Assistant Principal.

Instructional work will be disseminated to the students by the teacher-in-charge.

Students will work quietly and diligently in blocks of one hour. A ten minute break will be permitted after each hour to allow the teacher and students time to converse. Students are not permitted to smoke or leave the classroom. Students who need to use the lavatories will be escorted by a hall monitor. Four minutes will be allotted for this purpose.

Students will have thirty minutes allocated for lunch within the classroom. The teacher will be relieved for a lunch period and a preparation period by a designated guidance counselor who will endeavor to develop a rapport with these students and employ his or her guidance expertise in an effort to help them.

Throughout the day the teacher-in-charge will assist the students as much as possible with their academic assignments.

At the conclusion of the day, all assigned work will be collected and returned to the appropriate teachers to be corrected and returned to the students each Monday.

In the event a student fails to complete the required school work, he or she will be reassigned to in-school suspension the following week.

The teacher-in-charge will submit a brief evaluation of each student to the Assistant Principal at the conclusion of the day and give a readmit pass to each student who adhered to the in-school suspension rules. The student will be required to submit this pass to the Assistant Principal in order to be reinstated to his or her classes.

Students who disrupt the program will be removed by the administration and will not be permitted to return to school unless accompanied by a parent or guardian. He or she will be reassigned to another in-school suspension, or other appropriate measures will be taken at that conference to insure that the student will behave properly.

Students assigned to the in-school suspension program will be charted and monitored by the Assistant Principal in order to evaluate the program.

Contact: Louis J. Boffardi
Westlake High School
West Lake Drive
Thornwood, NY 10594

Phone: (914) 769-8313

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Behavior Modification Program

John Jay High School has designed an in-school suspension program which improves attendance while providing an alternative educational environment for chronically truant students. In addition to providing remedial academic assistance, the program attempts to modify the students' behaviors to the point where they are able to meet normal expectations and responsibilities.

Students are assigned to the program for a maximum of 10 days at one time. During this 10-day period, there will be a gradual reintroduction to the school program. If the pattern of truancy does reoccur, the student is returned to the program. It is important to note that there is a maximum length of reassignment. The 10-day maximum may be extended, however, if the student's behavior is not modified within that period of time.

The following support services are provided:

- All students will be tested by the school psychologist. They will receive priority in the psychologist's testing schedule.
- After each psychological test, a Pupil Personnel Service meeting will be held with all of the student's regularly assigned teachers to discuss the test results and additional information.
- Several times during the week, either the school social worker or a guidance counselor will be expected to run a group discussion for the students reassigned to the program.
- A mandatory parent conference will be held.
- Guidance counselors will meet with students on a daily basis.

The instructional components of the program are as follows:

- Assigned teachers will be expected to provide meaningful, credit-bearing, short-term assignments that are related to current curriculum.

- Assigned teachers will be encouraged to meet with students during their nonclass periods.

- Whenever possible, teachers will be assigned to the program as part of a supervision responsibility to assist in tutoring students.

- The teacher in charge of the program will design relevant learning activities in all appropriate subject areas.

- The teacher assigned to the program will collect and return to subject area teachers a progress report indicating the attitude, effort, problems and work activities of students on a regular basis.

- Students reassigned to the program will participate in the development of a learning and behavioral contract for the term of their reassignment. A student's failure to cooperate will be dealt with in a serious manner.

- A teacher's aide will be available to assist the teacher for a portion of each school day.

The following describes the evaluation and follow-up components of the program.

- A faculty/administrator committee will meet regularly to evaluate each program objective.

- The teacher assigned to the program will design and implement a program of data feedback to evaluate student academic and behavioral modification achievement. This will include parent contacts.

- Regular meetings of school administrators, teachers and support staff will be held to evaluate student progress and program effectiveness.

Contact: John Marmillo
John Jay Senior High School
Route 52
Hopewell Junction, NY 12533

Phone: (914) 897-9600

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GENERAL

Grievance Committee

Chatham High School seeks to ensure students a fair hearing whenever any of the statutes set forth in the Bill of Responsibilities and Rights are alleged to be abused or denied. The Grievance Committee, composed of five students and four faculty members, must hear any case which three or more of the Committee members agree to hear or is referred to the Committee by the administration.

Decisions are made by a two-thirds majority and when no decision can be reached the matter is referred to the administration for a decision. At all times the administration has the right to overrule or modify any decision made by the Committee. For serious offenses and chronic offenders, the Committee makes recommendations to the administration suggesting possible courses of action.

Contact: Wesley Brown
Chatham High School
Woodbridge Avenue
Chatham, NY 12037

Phone: (518) 392-4181

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Basic Communications Skills Program

The Basic Communications Skills Program (BCS) was initiated by Lincoln High School in an effort to meet the needs of students who had not been succeeding in school. Because of their lack of success and/or other reasons, they had become discouraged and often became involved in behavioral difficulties. This program is very effective with ninth graders who are underachievers and usually exhibit poor attendance patterns. Many students selected to be in the Basic Communications Skills Program are identified by school personnel in the junior high school so that they may be placed in the program as soon as they begin attending high school. The goals of the program are: to produce an attitudinal change in the students; to improve their communications skills; and to improve their reading ability so they may achieve a high school diploma.

Contact: Ruth M. Stone
Lincoln High School
Kneeland Avenue
Yonkers, NY 10704

Phone: (914) 963-4567

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Encounter

Franklin K. Lane High School established a class called "Encounter" as a method of dealing with student discipline problems and enriching the lives of the participants. Encounter is an experience whereby students get in touch with who they really are and begin to share themselves with others. As a result of this program, students are passing all of their classes for the first time, chronic truants are attending school regularly and are planning for college, extremely withdrawn students are socializing more often, students are attending classes "straight," students are reaching out to their parents for more meaningful relationships and hostile students are getting beneath their anger and discovering love. Students who participate in Encounter examine where they are in life in regard to keeping agreements, share what is going on inside themselves, learn to trust other people and relate to others without being judgmental.

Contact: Fredda Chalfin
Franklin K. Lane High School
999 Jamaica Avenue
Brooklyn, NY 11208

Phone: (212) 647-2106

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Discipline/Reality Therapy Program

A thorough analysis of students' negative acting-out behaviors led Abbott High School to conclude that most of the school's disruptive students were persons with a failure identity and that there were few, if any, success "peer" models in the school. Thus, the more the students defied school rules, the more they gained the recognition and acceptance of their peers and were able to maintain their failure identity.

In an effort to create success experiences for their students the Abbott High School administration adopted an in-service training program based upon the Effective Discipline/Reality Therapy approach of Dr. William Glasser. The ten-step plan for achieving effective discipline in the school and ultimately a success identity for the students is based on helping the students to examine the connection between their negative behaviors and the self-defeating consequences of those behaviors. An emphasis is placed on helping students to choose acceptable behavior patterns which result in positive outcomes. If this plan is followed persistently, students will change at least enough to be rewarded for their efforts.

Since 1974, 24 schools throughout the country have been using Glasser's program. All school have reported favorable results and a number of schools have reported decreases in suspensions which fall within the 70% - 80% range.

Contact: Lowell L. Smith
Abbott High School
North Broadway
Irvington, NY 10533

Phone: (914) 591-7300

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Optional Learning Environment

Lawrence Senior High School has established an Optional Learning Environment (OLE) for students unable to deal with day-to-day survival in the high school building. The program is housed in the community center and staffed by the school's teachers. Students are referred to the High School Diagnostic Team (school psychologist, dean, attendance teacher, guidance counselor) who determine whether the student is a candidate for this program. The program is designed for students who commit certain violations of the discipline code such as class cutting. They are assigned to OLE for an average of 1-3 days.

The Optional Learning Environment attempts to keep students who commit "suspendable" offenses in school in a structured environment. The goals of the program are to change the students' attitudes and behaviors while providing classroom teaching.

The cost of the program is approximately $5400. The school staff and community members feel that this money is well spent since suspensions were reduced by 50% in a year's time.

Contact: Edwin D. Krawitz
Lawrence Senior High School
Reilly Road
Cedarhurst, NY 11559

Phone: (516) 295-2700

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Performance Monitoring Program

Conscientious monitoring of students who are chronic offenders of school rules or those who cut classes or are truant from school is an essential component of any discipline program. Grand Island High School uses a House System which provides for one guidance counselor to work with students who are chronic discipline problems. In an effort to assess each student's progress in terms of attitude, effort, attendance and academic achievement, students assigned to the Third House are required to carry an evaluation form with them to their classes each Friday. After the form is completed by their teachers, the students return it to the guidance counselor who discusses their evaluation for the week with them.

Contact: James Walline
Grand Island High School
1100 Ransom Road
Grand Island, NY 14072

Phone: (716) 773-9100

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College Preparatory Program for Disaffected Students

Taft High School has instituted a College Preparatory Program which seeks to involve only those students who have been identified by counselors as truants and academic failures. After an initial screening procedure students attend small classes in all academic subjects held in the school's annex. Breakfast and lunch programs are provided. Students' afternoon activities include participation in team sports, tutoring and counseling.

Contact: Lillian M. Popp
William H. Taft High School
240 E. 172nd Street
Bronx, NY 10457

Phone: (212) 293-7200

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"Greenhouse" - Community as a School

"Greenhouse" is an alternative high school program open to disaffected students which uses the entire community as a school. Students earn academic credit by gaining experience at a variety of employer-resource sites in the community. It is not a work-study program, but instead blends growth in academic subjects, career awareness and social skills.

Contact: Elliott Z. Garfinkle
South Side Senior High School
Shepherd Street
Rockville Center, NY 11570

Phone: (516) 536-4000

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Community Apprenticeship Program Underlined

The Community Apprenticeship Program (CAP) of Sarah J. Hale High School involves students with a record of poor attendance in volunteer work with local community agencies. Students are accepted into the program on referrals from counselors, teachers and administrators. Assignments range

from teacher's assistants at day care centers and health aides at hospitals to clerical assistants at Senior Citizen's Centers and tutors. CAP students must attend four periods of in-school instruction with an emphasis on basic skills and required subjects and spend three periods working at their field site. Students work the community agencies four days each week and meet in school for group counseling sessions one day per week.

The most outstanding aspects of the program include the following:

. Close monitoring of students' performance. Before entering the program. each student affirms his or her commitment by agreeing to adhere to the principles enumerated in a performance contract. Since a working partnership between the home and school is crucial, parents are required to grant written approval indicating that they understand the program's requirements. Parents are notified on a regular basis about their child's progress.

. Involvement in weekly group counseling sessions has enabled students to share with peers some of the problems which have kept them from attending school regularly. Students offer support to each other in coping with personal, family and academic problems.

. Members of the program have an opportunity to explore career options, thus giving both their school work and personal goals more meaning.

Contact: Bernard Wolinez
Sarah J. Hale High School
345 Dean Street
Brooklyn, NY 11217

Phone: (212) 855-2412

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"Option Pass" Program

At Edgemont High School students in grades 9-12 may choose an activity based on their needs and desires during times when classes are not scheduled. Each student in grades 9-12 receives an "option pass" at the beginning of the school year. Options available to students are:

. Student Center (cafeteria grades 9-12)
. Library
. Patio & Campus Center - for study or conversation only
. Labs - Computer Room - Learning Center
. A.V. Center - other activities or clubs being supervised
. Auditing classes (teacher permission)
. Mini-courses (when available)
. Instrumental Music (when arranged)
. Vocal Music (when arranged)
. Counseling (when arranged)

If the privilege of choice is abused five times, the student is assigned to a directed study hall for the remainder of the school year.

Contact: Joseph E. Doohan
Edgemont Junior Senior High School
White Oak Lane
Scarsdale, NY 10583

Phone: (914) 725-1500

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Advisor System for Personalizing the School Climate

Rye Country Day School has established an advisor system which has served to reverse the depersonalization of the school environment. New students are assigned an advisor and a student buddy. The advisors meet personally with each student and his or her parents during the first six weeks of school to discuss the advisee's progress and adjustment. Advisors read all teacher comments written about the advisees and meet with the students to discuss the comments and the students' grades. It is extremely important that a warm, trusting interpersonal relationship exists between the advisor and the advisee.

Contact: Ronald H. Penny
Rye Country Day School
Post Road and Cedar Street
Rye, NY 10580

Phone: (914) 967-1417

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Peer Counselor Program

Alcohol abuse, drug abuse and numerous other destructive behavior patterns are often a result of students' personal problems with which they have difficulty coping. Peer counseling takes advantage of students' ability to: enter the milieu of the distressed student; establish peer-like relations with those needing help; empathize with the client's style of life; and assist the client in resolving his or her problems within the client's frame of reference. This very special type of relationship may not be totally professional in nature; however, it has proven to be effective in helping students cope with real life situations which previously resulted in self-defeating behaviors.

Batavia High School's peer counselor program is designed as a support program which seeks to reach that segment of the school population who might not go to an adult for help with a particular problem. Peer counselors are trained in communications skills, listening skills, values clarification,

feedback, self-awareness, and building and understanding a helping relationship. This program includes on-going supervision of the peer counselors and is designed to complement and supplement the existing guidance program.

Contact: William E. Barker
Batavia High School
260 State Street
Batavia, NY 14020

Phone: (716) 343-2480

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Honor Pass Incentive Program

Good citizenship within the school is the goal of Warwick Valley High School's Honor Pass program. An honor pass entitles the students to: pass freely from place to place with teacher permission without an additional written pass; use the telephone in the lobby which requires a key; perform tasks usually the responsibility of the teacher; and go to the student center during their free periods.

Students who are worthy of the pass are nominated by teachers in the school. The names are reviewed by a committee and then sent to the entire staff for approval. Printed, laminated honor passes with the student's name, grade and expiration date are reissued every ten weeks following a review by the committee members. Teachers and monitors may ask for a student's pass to be rescinded after ten weeks by presenting a written request to the Assistant Principal. A student may also lose his or her honor pass by violating a school rule or by abusing the privilege.

Contact: Allan B. Newton
Warwick Valley High School
West Street Extension
Warwick, NY 10990

Phone: (914) 986-1181

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Parental Involvement Strategies

Roy C. Ketcham High School believes that parental awareness and involvement are major factors in maintaining discipline in the schools. It seeks to involve parents through the use of: conferences; newsletters; orientation meetings; and participation on the Guidance Advisory Committee. It also believes that teacher involvement is a key component in maintaining discipline; therefore, it established a Principal's Advisory Committee.

Contact: Thomas E. Brooks
Roy C. Ketcham Senior High School
Wappingers Falls, NY 12590

Phone: (914) 297-3727

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Student/Parent Awareness Program

Informed students and parents are often viewed as major factors in improving discipline. All students and parents receive copies of Edward R. Murrow High School's "Student's Bill of Rights" and "The Parent's Guide to Edward R. Murrow High School." Teachers are asked to devote one period at the beginning of the term to explaining and discussing school policies. Advance notification defining the limits of acceptable behavior and the discipline measures used for unacceptable behavior has played a major role in avoiding behavior problems.

Contact: Saul Bruckner
Edward R. Murrow High School
1600 Avenue L
Brooklyn, NY 11230

Phone: (212) 258-9283

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Advisory Committee on School Rules

Penfield High School believes that school rules should be made, reviewed and revised by an advisory committee established for that sole purpose. An important feature of the program is the ability of a student or group of students to effect change when they believe it is needed. Suggestions for rules changes, supported by reasons for such change, are submitted in writing to Penfield High School's Advisory Committee on School Rules. The Committee, composed of four students, four teachers and the school administrators, reads the change requests and responds to the submitter(s) within two weeks indicating one of the following actions:

- The recommendation has been approved and will be implemented.
- The recommendation has been approved by the committee and submitted for approval to a higher authority (principal, superintendent, Board of Education).
- The committee rejects the proposal and gives the reason for the decision.
- Further study is necessary and the committee will keep the submitter informed of its progress.
- The recommendation has been approved with the following modification.

Contact: Donald G. Burt
Penfield Senior High School
High School Drive
Penfield, NY 14526

Phone: (716) 586-7170

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Curriculum Committee

Educators at Center Moriches High School believe that a meaningful and stimulating curriculum serves as a deterrent to discipline problems. Their commitment to this philosophy resulted in the establishment of a Curriculum Committee. The Committee, composed of teachers, students, parents and administrators, investigates suggestions and alternatives in the area of curriculum.

Contact: James Sheerin
Center Moriches High School
511 Main Street
Center Moriches, NY 11934

Phone: (516) 878-0052

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School Lavatory Pass Program

School lavatories are often the site of vandalism, smoking and violence. Forestville Junior Senior High School has implemented a policy which keeps these problems to a minimum. No lavatory passes are given from classes or study hall unless it is an emergency situation. In such situations, passes are issued to the lavatory in the nurse's office. Students found in any other lavatory during a period are considered loitering.

Contact: Martin D. Handler
Forestville Junior Senior High School
Forestville, NY 14062

Phone: (716) 965-2711

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False Fire Alarms

Following an accident where a volunteer fireman was killed rushing to a false alarm at Deer Park High School, a copy of the "News Day" article and pictures of the mangled car were laminated and placed under indestructible glass next to every fire alarm.

At one time false alarms occurred about once or twice a week. Now since this tactic has been in use (6 months) there has not been one false alarm.

Contact: Fillmore K. Peltz
Deer Park High School
30 Rockaway Avenue
Deer Park, NY 11729

Phone: (516) 242-6548

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APPENDIX B

ADDITIONAL RESOURCES

NEW YORK STATE EDUCATIONAL PROGRAMS THAT WORK

This booklet lists and describes over 45 creative and innovative programs that have been proven successful over several years of operation in school districts. These programs are supported by ESEA Title IV-C funds and can be replicated throughout the State.

Contact: Donald S. Tackley, OEP Representative
Broome-Delaware-Tioga BOCES
Upper Glenwood Road, Box 1450
Binghamton, NY 13902

Phone: (607) 729-9301

NEW YORK STATE DISCIPLINE CONSORTIUM

The Consortium consists of representatives from the New York State School Boards Association, the School Administrators Association of New York State, the New York State United Teachers, the New York State Congress of Parents and Teachers and the State Education Department. The group sponsored the first in a series of regional conferences on school discipline in February 1979.

Contact: James Moore
New York State Education Department
Room 338
55 Elk Street
Albany, NY 12234

Phone: (518) 474-5807

STUDENT AFFAIRS TASK FORCE

The two Task Force members serve as advisors to the Commissioner's Student Advisory Committee. They offer workshops on students' rights and responsibilities, stress management, leadership training, student effectiveness training and teen life skills free of charge, upon request, to schools throughout the State.

Contact: Student Affairs Task Force
New York State Education Department
Room 235M-EB
Albany, NY 12234

Phone: (518) 474-3345

APPENDIX C

COMMISSIONER'S STUDENT ADVISORY COMMITTEE

1978-1979

Laurie Bannister
Odessa-Montour Central School
Odessa, NY 14869

Tracy Brooks
Northeastern Clinton Central School
Champlain, NY 12919

April Brown
Johnstown High School
Johnstown, NY 12095

Robin Bruce
Paul V. Moore High School
Central Square, NY 13036

Genevieve Cerasoli
John S. Burke Catholic High School
Goshen, NY 10924

Michael Ferrara
James Madison High School
Brooklyn, NY 11229

Annette Findlator
August Martin High School
Jamaica, NY 11434

Adam Harmon
Long Beach High School
Lido Beach, NY 11561

Jeffrey Hines
Bay Shore High School
Bay Shore, NY 11706

Bernard Jones
Morris High School
Bronx, NY 10456

Rafael Katz
Pine Bush Senior High School
Pine Bush, NY 12566

Sandi Pendorf
Sidney Senior High School
Sidney, NY 13838

Max Riggsbee, Jr.
Nyack High School
Nyack, NY 10960

Anthony Simone
Saratoga Springs Catholic
High School
Saratoga Springs, NY 12866

Jerome Turner
Louis D. Brandeis High School
New York, NY 10024

Lisa Watt
Salamanca High School
Salamanca, NY 14779

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Southwestern Central High School
Jamestown, NY 14701

Willie Zickl
Batavia Senior High School
Batavia, NY 14020